DOCUMENT RESUME

ED 181 826 HE 012 239

AUTHOR Altbach, Philip G.
TITLE The Academic Profession: Perspectives on an International Crisis (With Bibliography). Occasional Paper No. 5.
INSTITUTION State Univ. of New York, Buffalo. Comparative Education Center.; State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE Nov 79
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accountability; *College Faculty; *Comparative Education; Compensatory Education; Cross Cultural Studies; *Educational Trends; *Faculty College Relationship; *Higher Education; Professors; Relevance (Education); School Expansion; Staff Role; Status
IDENTIFIERS Scholarship; *Teaching (Occupation)

ABSTRACT

A comparative view of changes in the academic profession during the last three decades is provided. The rapid expansion, increased government funding, growth of accountability, demand for relevance, minority groups' demands for compensatory education and use of the university as a forum for society's conflicts (e.g., the Vietnam War) are among changes cited as impacting on the present situation. Cross-national changes directly affecting the academic profession are summarized: (1) the imbalance in academic power with the academics gravitating to the metropolitan nations, (2) the focus on research to the detriment of teaching, (3) the decline of a sense of community among scholars, (4) the trend toward unionization and loss of job security, (5) the growing politicization of professors, (6) reform leading to loss of academic power, (7) the conflict between autonomy and accountability, and (8) the emergence of a class system in higher education. A bibliography of approximately 240 citations focusing on the academic profession outside the United States is included. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181826

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

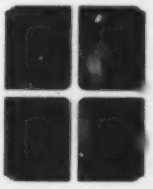
SUNY Buffalo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OCCASIONAL PAPERS SERIES



Department of Higher Education
Faculty of Educational Studies
State University of New York at Buffalo

HE 012 239

The Occasional Papers Series of the Department of Higher Education is a forum for research and analysis by scholars associated with the Department and its work. The Department of Higher Education, as part of the State University of New York, concerns itself with issues of relevance to New York and the broader higher education community. For information, write to the Chairman, Department of Higher Education, 479 Baldy Hall, State University of New York at Buffalo, Buffalo, N.Y. 14260.

The Academic Profession: Perspectives on an International Crisis

(With Bibliography)

By

Philip G. Altbach

Occasional Paper Number Five

Department of Higher Education
Faculty of Educational Studies
State University of New York at Buffalo

This paper is jointly sponsored
by the Comparative Education Center,
State University of New York at Buffalo and
appears as Number Five in the Center's
Occasional Papers Series.

November, 1979

Copyright, 1979

PREFACE

This Occasional Paper, the fifth in the Department of Higher Education's series, is jointly published by the Comparative Education Center, Faculty of Educational Studies, State University of New York at Buffalo. Its focus is on the academic profession and it deals comparatively with the problems of the professoriate. This topic is especially relevant, as the academic profession has been in the vortex of the current crisis in higher education. This paper is followed by a preliminary bibliography dealing with the academic profession outside of the United States. Professor Altbach's essay, and the bibliography that follows, are intended to provide a focus on one of the key aspects of the contemporary university.

Philip G. Altbach, a member of the faculty of the Department of Higher Education as well as Director of the Comparative Education Center and Chairman of the Department of Social Foundations at the State University of New York at Buffalo, has written extensively on comparative higher education. His recent edited book, Comparative Perspectives on the Academic Profession (Praeger, 1977) focuses further attention on this topic.

This essay, but not the bibliography, will appear in the Annals of the American Academy of Political and Social Science in mid-1980.

Robert O. Berdahl
Chairman
Department of Higher Education

The academic profession has experienced much change and disruption in the last three decades.[1] Major changes resulted from the dramatic expansion of post-secondary education, from the student turmoil of the 1960s, from massive societal demands for curricular and other reforms in the universities, and most recently, from the decline in financial support and enrollments in many countries. These issues will be considered comparatively; a broad perspective may help to provide a more detailed understanding of national realities. While there are many differences among national university systems, there is much that can be learned from cross-national analysis. And as participants in a world intellectual community, academics and others concerned with higher education must consider the continuing systemic impact of unprecedented change on the profession from an international perspective.

Since World War Two, the professoriate has most often been in a defensive position.[2] As intellectual workers dependent on the university, professors have basically reacted to external developments that produced alterations in the traditional university in most countries. It is, thus, necessary to speak to some of the more important changes in higher education in order to provide a frame for this discussion.

The overwhelming reality of higher education in most countries has been expansion. Rapid growth was triggered by economic and political changes following the two world wars. Having fought a war to make the world safe for democracy and a war to end all wars, materially prosperous and highly industrialized "first world" countries had to address widespread popular expectations of a more egalitarian distribution of societal resources, both economic and political. The university was called on to participate in the creation of an egalitarian society as well as in advanced research and training.

Higher education provided at one and the same time seemingly more equitable access to opportunity to win societal rewards and the well-trained and disciplined labor force necessary for full industrialization and post-industrial technology. Many university systems doubled their student enrollments in little more than a decade in the period between 1950 and 1970. An expanded university served similar functions--although on a more limited scale--in "second" and "third" world nations eager to industrialize.

Expansion had wide ranging implications. The social class base of both the student population and the professoriate broadened and changed. Substantial segments of the student body were no longer recruited from elite and professional classes. This shift meant that members of the academic community were less and less likely toshare a common understanding of the university and the way it traditionally related to the wider world. Sheer increase in numbers fragmented the academic profession and vitiated the base for shared action and perspectives.

The resource base for expanded post-secondary education also changed dramatically as it grew. In the United States, private funds declined in importance as government funding for higher education greatly increased. Public expenditures dramatically increased in other countries as well. The use of public monies called for a corresponding growth in accountability. The work of the professoriate was more closely monitored, and the academic career as well as academic institutions themselves became increasingly bureaucratized. Funds for research also increased and the orientation of higher education in the United States and other industrialized nations shifted in the direction of research. As funding agencies were interested in specific results, the conditions for the award of funds were made strigent,

and academics were asked to provide careful accounting for expenditures. Cleavages between those academics with access to research and those without such funding grew, and general dissatisfaction increased.

As universities became more "central" institutions, they became arenas in which general societal demands and conflicts were worked out.[3] The public and government demanded accountability, students demanded relevance, minority groups demanded compensatory treatment and the society attempted to use higher education as a means of solving social ills. These conflicts, and other specific issues, such as the Vietnam war, became part of university politics, often part of the curriculum and always part of the university's relation to the wider society.[4] As a corporate body, the professoriate seldom took stands on these matters and often attempted to ignore their implications. While the specific issues differed from country to country, similar developments took place internationally.

Many academic analysts and a significant part of the profession in many nations viewed the post-war crisis with considerable dismay and compared the contemporary situation to a somewhat mythic "Golden Age" when autonomy was entrenched, academic values respected, and the profession itself laden with prestige but somewhat removed from the societal mainstream. The historical referent for the Golden Age myth in the United States are the pre-war elite, private Eastern graduate universities where small groups of scholars taught the sons and daughters of a political and economic elite, shared research and scholarly interests and, on the national scene, knew almost everyone who was working in their respective fields. They were part of an international academic system, familiar with their compeers in Britain, France and Germany. Productive researchers, either tenured or confident of a good place in the academic system, they generall stayed away from oppositional politics, either to the right or left of center. It was this academic elite

which benefited first from the massive research funds of the post-war period. When the academic system began to expand almost beyond recognition, the elite bemoaned the decline of the 'community of scholars.'

While the "Golden Age" recalled in such discussions was probably more revered myth than historical reality, at least it reflects the norms and values of a small but highly significant segment of the American academic system. Much of the current debate on the state of the academic profession is framed in terms of these values. Academics, particularly at prestigious institutions in the industrialized nations, look back to this tradition and compare the current situation to it. This article will discuss some of the elements of the traditional view of the university and examine the current status of the academic profession in this context. When we consider the traditional norms and values of the profession in this article, we do so with the understanding that these perceptions are at least in part a collective myth which has nevertheless shaped our image of academe. These traditional norms protect academic elites, but they have also shaped the collective historical consciousness of the university. It is questionable whether the traditional values are appropriate for mass higher educational systems, or whether appropriate or not, that the values can survive in the pressures of contemporary higher education. It is incumbent on the academic profession to think seriously about the meaning of these changes, and important for those concerned with the future of higher education to understand the rapidly changing academic scene.

We will discuss some of the key changes which have cross-national relevance, and which have most directly affected the academic

profession. These reflections are necessarily quite general in nature and do not reflect the entire range of concerns. They indicate a composite of national conditions rather than a thoroughgoing analysis of a single country.

The International Academic System.

In academic mythology, knowledge is international. The only qualification for participating in a world-wide intellectual network is a commitment to the quest for truth. However, some universities and academic systems are more important than others. Since World War II, the speed of modern communications, the concentration of research efforts, and the mobility of students and staff has made an international academic hierarchy an important reality. The enormous influence of the "central" academic systems such as those in the United States, Britain and France and the corresponding authority of the professoriate in these countries shapes the international knowledge structure. Most of the world's research is done by academics in the "central" university systems, the major publishers and journals are located in these countries.[6] The primary languages of academic discourse are English and French. Increasingly, without access to publications in the major scholarly languages and without knowledge of these languages, it is impossible to follow current developments. Universities throughout the world look to the major metropolitan institutions for leadership, and often follow curricular and other practices of these universities. Academics, in the Third World especially, are often trained in the metropolitan institutions and carry back the ethos, orientations, and practices of the universities in which they have been trained. Further, the 'imbalance' in academic power contributes to the brain drain as academics gravitate to the metropolitan nations and often remain there. But dependency is not simply a matter of a

low level of economic development and poverty; even such countries as Canada, Kuwait and the Netherlands are all, in different ways, dependent on major academic power centers.[7]

There has emerged in recent years a global academic stratification system with the major industrialized nations at the top of the system and with the prestigious research-oriented institutions within these countries at the pinnacle. The rest of the world occupies positions at lower reaches of the system, with the Third World nations at the bottom of the ladder. Currently, Third World countries are trying to change their position in the international system. In international forums, the press and the media, they are demanding a shift in the knowledge structure--especially technological knowledge--that would allow them to be producers rather than consumers of knowledge. Western academics and their governments have not yet shown themselves responsive to such demands. Central university systems presently constitute an international cartel of technical knowledge, and world redistribution would significantly alter their material circumstances. While academics at the center deny knowledge is a commodity and speak of it as unfettered by national boundaries, in reality, the international academic system which, in a perverse way, links the academic profession in a web of inequality.

Academics and research.

Traditionally, research and teaching have been viewed as mutually reinforcing, the two together constituting the scholarly orientation to which academics aspire. However, as advanced knowledge has become more central to modern industrial society, research is the function best rewarded. Indeed, the American graduate university, in its emphasis on the generation of new

knowledge, has become a world model. While not all universities or colleges focus mainly on research, or use research criteria for academic advancement, the graduate-oriented model is the international standard of prestige. Institutions as well as individual scholars aspire to the high status roles of graduate teaching and research. While most academics have as their main responsibility the teaching of undergraduate students, the growing research emphasis has upset the balance of the profession and has disconcerted many academics.

In the past, researchers have always commanded greater prestige and generally higher salaries than academics who concentrated on teaching, especially at the undergraduate level. But all academics are increasingly encouraged to publish in scholarly journals and to write books. Merely teaching is no longer a choice at many universities. As competition for scarce tenured positions becomes more fierce, teaching and research are minimal requirements. However, there is no corresponding reduction in teaching load or increase in compensation. The situation is further complicated by the fact that most academics throughout the world publish very little. Thus, performance expectations are up while rewards remain the same or even decline due to worldwide inflation. Relatively few academic systems--the British, dominated by the ethos of Oxford and Cambridge is among the few exceptions--have withstood these pressures.

The point here is not that research, graduate training and scholarly publication are detrimental. Indeed, these elements may be crucial to maintaining sufficient support for higher education and are intrinsically valuable. However, expecting research and publication from all faculty members in most universities and colleges does not fit either current reality

or traditional norms, or perhaps even the needs of the modern mass higher education system.

Decline of Community.

The traditional ideal of the community of scholars was, to a considerable extent, more folklore than reality. Nevertheless, shared concepts of the university, common academic practices, and similar aspects of academic life have lost much of their meaning in recent years. The profession, in many countries, has become increasingly divided by disciplinary specializations, orientations to scholarship, and even by politics, ethnic or class factors. The rise of trade unions among academics in the United States, Britain, France, India, and other countries is perhaps an indication of the decline of the sense of community. There are a number of complex factors which have contributed to this situation.

*Size. Expansion has meant that universities commonly have student populations of 20,000 or more and academic staffs of more than 1,000. A sense of community among so large a group of individuals is very difficult.

*Class and gender. As the academic profession has expanded numerically in many countries, it has become less homogeneous. Traditionally, academics came from upper middle class or elite families and were predominantly male. While there are still relatively few professors from working class backgrounds, the profession has moved from its very narrow class base. Further, racial and ethnic minorities and women have moved increasingly into professional roles and while they constitute only a small minority in most countries, they are a new part of the academic equation.

*Diversity of training. As the professoriate expanded, the monopoly of a few prestigious universities in the training of doctoral candidates has

been weakened, and many newer and less prestigious universities now award doctoral degrees. The norms and values of traditional academe are often not as strongly entrenched in these newer universities, and thus the socialization of younger academics whom they graduate may not be as strong.

*Generational anomoly. Because of the expansion of the past two decades, there is an unusually large number of relatively young academics now moving through the system. Because of stabilizing enrollments, there are relatively few new recruits entering the system. Thus, the profession will be domination by the generation of professors of the 1960s for some time to come. Further, many of these younger academics participated in the student movements of the 1960s and have opinions concerning higher education, politics, and life-style issues which may differ from their older colleagues. It is difficult to delineate the extent and the implications of these differences in a cross-national context, but it is clear that there is, at least potentially, substantial generational cleavages within the academic profession and also that the age structure of the profession in many countries will be skewed for a decade or more.

*Bifurcation. As the curriculum has expanded and universities throughout the world took on new functions, the traditional core arts and sciences fields now constitute only a small part of the total university. Applied fields, from agriculture to business and engineering have little in common with the "core" disciplines. Faculty in these fields often have different values, orientations and sometimes differing views of the university than professors in the traditional fields.

Tenure and Unions. For many years, academics resisted the very notion of unionization despite the fact they they were institutionally-dependent

intellectuals. Unionization was viewed as weakening professional status. But a trend toward unionism among professors is now evident in many countries. In the United States, Britain, and other countries, recent declines in enrollment and shifting foci of student interest have brought the issues of job security and retrenchment to the forefront. Academics are clearly worried about their professional status, their relatively prestigious positions in society, their roles and autonomy within universities, and in some instances their jobs. The traditional concept of tenure (which differs from country to country and is not clearly defined in most places) becomes less meaningful as the pressure on universities grows.

Unions have become an important part of the academic landscape in a number of countries, and this movement has had varying impacts. In Britain, where the Association of University Teachers has been active for several decades, the existence of a union which speaks informally for the academic profession has not diminished professional standing. In the United States, it has been argued by some that the union movement is detrimental to professionalism. In France, the rise of professorial unions has gone along with the radicalization of a segment of the profession and with the politicization of the Sixties. The Indian academic union movement has reflected job insecurity and low salaries among many faculty members. The union movement has become increasingly widespread but it has different meanings in different nations. Without question, it reflects a growing insecurity among academics, and it also reflects increased political consciousness and perhaps a decline in professional orientation.

The issue of retrenchment has been a contentious one in many nations, and has affected the morale and status of the academic profession. It also

relates to the meaning of tenure and academic freedom in the modern university. American universities have, in a sense, been among the least humane in their handling of the problems of declining enrollments and shifts in student interest. Some universities have been willing to fire faculty members regardless of commitment to tenure or continuing appointments. While there are no accurate statistics concerning the total numbers fired, the figure is not insignificant. Other university systems have been, in many cases, less willing to break with traditions or with commitments to permanent appointment. Britain, faced with declining enrollments in teacher training institutions, severe inflation, and general economic difficulties, nevertheless fired few education professors. Individuals were reassigned, were offered retirement, or other arrangements were generally made. Relatively few actually lost their jobs. In West Germany, academics have status as civil servants and are virtually immune from loss of their academic jobs. Even in India, a very poor country with an oversupply of academic staff, very few college or university teachers have been fired despite minimal procedural guarantees.

Academic systems have handled the problems of decline, job security, and the general stresses of the current "steady state" differently and it is fair to say that the American approach has been one of the most tension-producing for the profession. The nature of tenure and job security, protection for academic freedom, and the general processes of academic advancement in a changing and deteriorating job market has major implications for the academic profession, for morale, and for a sense of professional commitment. The union movement, currently gaining strength in many nations, is one response to this crisis.

The Politics of Professors: The Illusion of Change. It has been claimed that higher education has become infused with ideological politics in recent years and that the vaunted traditions of non-partisan academic institutions have been shattered by the turmoil of the 1960s. This is only partly correct.[8] The student movements and associated commotions of the Sixties stimulated political controversy in the universities; academics as individuals and occasionally as corporate groups have taken positions on a range of societal issues.

But it is an exaggeration to claim that professorial politics is a phenomenon of the Sixties or that universities have been free from political pressures in earlier periods. Academics themselves have seldom protested against the societal status quo and, with the exception of strong dissident traditions in Latin America, universities have rarely been militant opponents of established political regimes. Indeed, university and state authorities have often moved against dissenting academics or, as in Germany, barred academic positions to leftists for long periods of German history. Even now, political criteria have been established by state authorities for appointments to academic positions in West Germany. In so far as universities are state institutions, they necessarily support mainstream politics. The neutrality of the university is equated with the political center.

However, professorial politics has become more visible and perhaps more widespread in recent years, due in considerable part to the partial 'radicalization' of the professoriate and to the increasing visibility and importance of universities. Academics in some countries have supported radical movements, and universities have become centers of political dissent. The largely accepted notion of institutional neutrality has been called into

question during periods of intense political strife, and in some countries has been violated.

It is likely that the radicalism of the Sixties was, in most countries, an aberration rather than a continuing academic trend, since the more recent period has seen a marked diminution of political consciousness and activism in the universities, among both students and faculty. In a sense, the 'normal' politics of the academic profession, which is by and large supportive of established institutions, has reasserted itself. But there are indications that a growing number of academics, in the industrialized nations at least, have moved in a leftward direction and the long term implications for the academic profession and for the universities of an articulate professoriate which holds dissenting views on many issues remains unclear.

Reform. There is a spectre haunting the academic profession, and it is university reform.[9] Despite the increasingly liberal opinions of academics on social issues, the profession has by and large opposed efforts to change the university. The reasons for this opposition are complex and, as Edward Shils has pointed out, academics have opposed many proposals because the reform ideas have themselves been ill advised.[10] Academics are, in a sense, the conscience of the university, and tend to defend traditions whether or not these traditions serve the best long-term interests of the university. On the one hand, the conservatism of the professoriate may, in this way, protect the university from precipitious and ill-advised change. On the other hand, it may also insulate academic systems from desirable change. University reform is not always desirable, just as change for the sake of change may be unwise. But the role of the academic profession in the reform process has, almost without exception, been a negative one and it is worth examining some of the salient factors.

University reform in recent years has meant a diminution of the power of the professoriate. Prior to the 1960s, the academic profession gained in institutional power and societal prestige as a result of university growth and changes in higher education. More recent changes have negatively affected the professoriate, and particularly the influential senior faculty in the prestigious universities. Moves to expand participation in academic decision making, and to involve students in some countries might weaken the authority of the senior staff. Dritteliparität (student and staff voting on governance) in West Germany, expanded participation in France and Holland, and the U68 reforms in Sweden have all weakened professorial power and all have been opposed by the profession.[11] Most curricular reforms have been opposed by the faculty because they have tended to weaken the traditional orientation of the curriculum as well as the faculty's control over student educational experiences.

Very few reform proposals have emanated from the professoriate. Academics have, in general tried to protect the status quo rather than attempting to change higher education. It has, in general, been in their interest to maintain established practices and patterns of governance. Reform proposals have come from students , administrators, government authorities and official commissions. They have often been forced on a reluctant academic profession. Interestingly, one of the very few professionally-inspired reform efforts are current American proposals to revive general education in the undergraduate curriculum. In a sense general education reestablishes professorial control over the curriculum which, in America, has been put increasingly in the hands of the students through the 'elective' system. The general education reform effort fits neatly into the professorial orientation indicated in this discussion.

Professors have resisted reforms for a variety of reasons. They are reluctant to see changes that will diminish their power, prestige or authority. Academic institutions are typically run by committee structures, and these committees are often dominated by the senior staff. Governance by committee is cumbersome at best and proposals are often compromised by a multi-level governance structure. Thus, innate conservatism, self-interest, and historical consciousness all have mitigated against successful internal reform.

In academic systems where reforms have been imposed from the outside, professors have often been able to successfully oppose their implementation. In West Germany, senior professors successfully prevented full implementation of the governance reforms through court action. In France, structural reforms have been less than fully successful, in part because of opposition from academics. Without the willing cooperation of the academics, successful university reform is almost impossible.

Autonomy and Accountability. The academic profession has historically been protected within the universities by a complex set of legal and traditional mechanisms which permit considerable autonomy. Academics work within a large bureaucratic structure, the university, but at the same time

they have many of the characteristics of the independent professions. They have considerable autonomy in controlling working conditions and time, and can collectively make key decisions concerning who is permitted to enter the profession, on the curriculum, degree requirements and the like. This substantial degree of autonomy has, in recent years, been under considerable attack. Public authorities, who provide the bulk of increasing university budgets, had demanded accountability for the expenditure of funds. Governments have also demanded that academic institutions be responsive to societal needs, that 'relevant' curricula be offered, that socially useful research be conducted, and that universities generally provide services for the funds they receive.

In most countries, the academic profession has been ambivalent about the almost inevitable conflict between autonomy and accountability. Professors have generally accepted the increased funds which have accompanied expansion, and have been willing to perform research for governmental and other agencies. As they have become more orientated toward research, the undergraduate curriculum in many countries has been somewhat neglected. Yet academics have resented the increasing bureaucratization of universities and have particularly opposed demands for accountability with regard to their own work.

Opposition to accountability and bureaucracy expresses itself in many ways. The trade union movement among professors is one of the primary ways in which the profession has sought to protect its privileges. Many would argue, however, that unionism, which is a growing characteristic not only of the American scene, but also in India, Britain, France, Japan, and other countries, contributes to the declining professionalism of academic work.

Academics have also tried simply to ignore governmental and university authorities placed over them and have had surprisingly good luck with this tactic. Very few academics have been removed from their jobs for infractions of rules, and the bureaucratic presence, while increasingly prevalent in higher education, has yet to fully dominate academic life. It is, nevertheless, clear that the highly complex issues involved with autonomy and accountability affect the academic profession and that despite widespread opposition among the professoriate to increased bureaucracy, this is probably an inevitable current which will increasingly intrude on the lives of academics.

The Academic Stratification System and Its Impact

Having discussed some of the key issues affecting the academic profession in recent years, it is necessary to differentiate the profession, since there is not only international stratification but major divisions within national university systems. We have argued that the international academic system, made more visible through improved communications, is characterized by inequalities and by the domination of the 'central' universities. In much the same way, national academic systems are similarly burdened by hierarchies and inequalities. Indeed, these differences have contributed to the sense of breakdown in the academic community. As higher education systems in most countries have expanded and have typically added new kinds of institutions, a class system of higher education has emerged. This system not only affects students but also has definite implications for the professoriate as well. In the United States, for example, the prestigious graduate-oriented universities are clearly at the top of the system, and dominate the norms and values of the rest of American higher education. David Riesman identified this trend toward conformity

in American higher education many years ago.[12] The functions of faculty members in the community colleges and four-year undergraduate institutions differ substantially from those in university centers. As Howard London points out, the community college teacher has considerable ambivalence concerning academic roles and the place of the community college at the bottom of the prestige hierarchy.[13] In addition, academics in the various segments of the system have somewhat different functions and are differentially remunerated. Not surprisingly, community college teachers are paid less and teach more than their compeers in four-year institutions. They are not generally expected to publish in scholarly journals, and seldom obtain research grants. Clearly, this academic hierarchy in the United States works against a unified community.

Other countries have also developed hierarchial systems in recent years as higher education has expanded and the traditional universities have been unable to absorb the increase. In some nations, there have been planned efforts to differentiate academic institutions by function. In others, previously non-university post-secondary institutions have simply been added to the university system. In West Germany, some technische hochschulen (technical higher schools) have been upgraded to university status. In many nations, new universities have been established which are significantly below established institutions in prestige. Even in Britain, where efforts have been made to equalize the quality of instruction, Oxford and Cambridge stand above the Redbrick institutions which in turn have higher prestige than the newer "Plateglass" universities. Similar situations exist in France, Japan, India and much of Latin America.

There is now a national and international system of academic

stratification which has divided the profession and created inequalities, tensions, and strains. Just as the metropolitan institutions in the industrialized nations dominate universities in the Third World, and their professorial staffs have high prestige and essentially control the flow of knowledge, the direction of research, and often the curriculum, so too the major universities in a particular nation dominate other institutions within their own milieu.[14] While these relationships of inequality may be inevitable, they nevertheless pose serious problems for the academic profession. They cannot be wished away by harking back to traditional values.

Within universities, there are also major divisions of power, status, roles and prestige. Traditionally, the full professors completely dominated universities in Europe and Japan, and had most power in North America.[15] While the reforms of the 1960s and recent expansion has weakened the senior professors, the academic hierarchy still exists although junior staff in general have more job security and often a greater role in decision making. Nevertheless, the internal hierarchy remains important in determining the academic style of the university and in shaping the working conditions of the academic profession.

Conclusion

As student radicals used to say, "if you're not part of the solution, then you are part of the problem." The academic profession has found itself in the ambivalent situation of having benefitted from aspects of the post-war expansion in terms of increased salaries, greater prestige and improved working conditions in most countries. But the profession has, by and large, been content to attempt, with decreasing success, to maintain the status quo. The professoriate has struggled for the ideal of the traditional

university, and there is much in this ideal that is worth preserving. The crises of the current period are, however, immense and probably preclude a maintenance of the status quo.

The academic profession remains an important group in most societies. Despite accountability, bureaucracy, and in some nations political controls, the academic profession remains at the very heart of the university. If the teaching staff is unqualified or demoralized, the quality of instruction at a university cannot be high. And if academics are not interested in research or not rewarded for the creation of new knowledge, research productivity will inevitably be low and scientific and technological development slowed. The attitudes of academics also matter, not only because they provide instruction and sometimes role models for the next generation of society's leaders, but also because academics contribute to the national debate through their writing and occasionally through their participation in government.[16] The importance of the academic profession is unquestionable, but it is also unrecognized by many, including government officials and even some university administrators, in the current stress on accountability and the balancing of budgets. It is even more surprising that there has been very little research concerning the academic profession, either comparatively or in specific countries.

The professoriate has not done much to create solutions to the manifest problems of the universities. Professors were willing to accept the funds that were provided and did not worry much about the unanticipated consequences of this largesse or expansion generally. And when reforms were proposed, the academics by and large took a negative stance and offered few creative alternatives. The problem, therefore, is not simply one of external

impact on higher education but it is in part a result of ostrich-like behavior by the profession.

This article has been an exercise in comparative consciousness raising. It has pointed out, in comparative context, some of the key elements of the crisis of the professoriate. While there are many differences among university systems, it is useful to reflect comparatively on the problems which face the academic profession. The crisis is world-wide, and because of the similar challenges--of expansion, fiscal constraints, public criticism, curricular malaise, and a declining sense of professionalism--it is certainly worthwhile to think in comparative terms about the problems of the professoriate in a period of crisis.

Footnotes

1. I am indebted to Sheila Slaughter, Thomas Eisemon, Robert O. Berdahl, E. Duryea, and Lionel Lewis for their comments on an earlier version of this paper. See Philip G. Altbach, ed., Comparative Perspectives on the Academic Profession, (New York: Praeger, 1977) for further analyses of this topic.
2. For general analyses of post-war higher education in comparative context, see Christopher Driver, The Exploding University, (Indianapolis, Indiana: Bobbs-Merrill, 1972) and Murray G. Ross, The University: Anatomy of Academe, (New York: McGraw-Hill, 1976).
3. See Robert Paul Wolff, The Ideal of the University (Boston: Beacon, 1969) for a discussion of different conceptions of the modern university.
4. See Edward Shils, "The Academic Ethos Under Strain," Minerva, 13 (Spring, 1975), pp. 1-37.
5. Among the most articulate defenders of traditional academe are Logan Wilson, American Academics: Then and Now (New York: Oxford University Press, 1979), and Robert Nisbet, The Degradation of the Academic Dogma, (New York: Basic Books, 1971).
6. Philip G. Altbach, "The University as Center and Periphery," Journal of Higher Education (New Delhi) 4 (Autumn, 1978), pp. 157-169 for an elaboration of these points.
7. Edward Silva, "Cutural Autonomy and Ideas in Transit: Notes from the Canadian Case," Comparative Education Review, 24 (February, 1980), in press.
8. For arguments in this direction see Alan Montefiore, ed., Neutrality and Impartiality: The University and Political Commitment, (Cambridge: England: Cambridge University Press, 1975) and "Report on the German

Universities, Minerva, 16 (Spring, 1978), pp. 103-138.

9. For general essays on this topic, see Philip G. Altbach, ed., University Reform: Comparative Perspectives for the Seventies, (Cambridge, Mass.: Schenkman, 1974).

10. Edward Shils, "Change and Reform," in Ibid., pp. 15-27.

11. Philip G. Altbach, "University Reform," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), pp. 4263-4274.

12. David Riesman, "The Academic Procession," in D. Riesman, Constraint and Variety in American Education, (Garden City, New York: Anchor Books, 1958), pp. 25-65.

13. Howard London, The Culture of a Community College, (New York: Praeger, 1978), pp. 29-60.

14. Michelle Patterson, "Governmental Policy and Equality in Higher Education: The Junior Collegization of the French University," Social Problems, 26 (December, 1976), pp. 173-183 and Raymond Boudon, "The French University Since 1968," Comparative Politics, (October, 1977), pp. 89-119.

15. Guido Martinotti and Alberto Giasanti, "The Robed Baron: The Academic Profession in the Italian University," in P. G. Altbach, ed., Comparative Perspectives on the Academic Profession, op. cit., pp. 23-42.

16. For an example of the key role of academics in American politics, see Peter Steinfels, The Neo-Conservatives, (New York: Simon and Schuster, 1979).

The Bibliography

This bibliography was prepared in conjunction with writing the preceding paper. It is not a comprehensive listing on the academic profession outside the United States, but is rather a preliminary listing of materials readily at hand. It is presented here simply because there is no other bibliographical source on the topic. This preliminary effort may stimulate further bibliographic work on the subject. The bibliography is largely limited to materials in English (although a considerable number of German sources are also included), and several countries are highlighted. These countries, Britain, India, Japan, and West Germany, have received considerable scholarly attention. But they also reflect some of the research interests of the compiler of the bibliography. Listings for several other countries, such as Canada, Mexico, and France are particularly slim. The bibliography does indicate the limited amount of analysis available for most countries, and the need for further research.

The organization of this bibliography is simple. All of the listings are organized geographically by region, and individual countries are highlighted only when a significant number of listings appear. The references are organized alphabetically, with books and dissertations first and articles last within each geographical category. While some doctoral dissertations, mainly from American universities, are listed, there has been no complete search of Dissertation Abstracts. Most of the key journals in the field of higher education have been carefully searched, but many articles in other journals may have escaped this preliminary bibliography.

It is hoped that this bibliography will be useful to those concerned with the academic profession and that it might be the start of a great research effort concerning the professoriate. This bibliography does not include materials concerning the United States. The bulk of the American material would be too large for this modest undertaking.

GENERAL AND COMPARATIVE STUDIES

Altbach, Philip G. Comparative Perspectives on the Academic Profession. New York: Praeger, 1977.

Ben-David, Joseph. The Scientist's Role in Society: A Comparative Study. Englewood Cliffs, N.J.: Prentice Hall, 1971.

Carnegie Foundation for the Advancement of Teaching. The Financial Status of the Professor in America and Germany. New York: Arno Press, 1977.

Lewis, Lionel. Scaling the Ivory Tower: Merits and Its Limits in Academic Careers. Baltimore, Md.: Johns Hopkins University Press, 1975.

Altbach, Philip G. "Introduction: Notes on the Study of the Academic Professions," Higher Education, 6 (May, 1977), 131-34.

Altbach, Philip G. "The Crisis of the Professoriate," Annals of the American Academy of Political and Social Science, (March, 1980), in press.

Altbach, Philip G. "The Professoriate," In P.G. Altbach, Comparative Higher Education, (London: Mansell, 1979), 38-43.

Ashby, Eric. "Anatomy of the Academic Life," Educational Record, 48 (Winter, 1967), 45-50.

Ashby, Eric. "A Hippocratic Oath for the Academic Profession," Minerva, 7 (Autumn-Winter, 1968-9), 64-66.

Ben-David, Joseph and A. Zloczower. "The Idea of the University and the Academic Market Place," Archives of European Sociology, 2, (1961), 303-314.

Blackstone, T. and O. Fulton. "Men and Women Academics: An Anglo-American Comparison of Subject Choices and Research Activity," Higher Education, 3 (April, 1974), 119-140.

Blackstone, T. and O. Fulton. "Sex Discrimination among University Teachers: A British-American Comparison," British Journal of Sociology, 26 (February, 1975), 261-75.

Burnett, Joseph. "German and American Professors of Chemistry," Journal of Chemical Education, 39 (May, 1962), 205-229.

Burns, G. F. "Faculty," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 1613-23.

Clark, Burton. "Academic Power: Concepts, Modes and Perspectives," in John van de Graaff, et al., Academic Power, (New York: Praeger, 1978), 164-190.

Cobban, A. B. "The Academic Community," in A. B. Cobban, The Medieval Universities, (London: Metheun, 1975), 196-217.

Driver, Christopher. "Malaise des clercs?: The Future of Scholars," in C. Driver, The Exploding University, (Indianapolis, Indiana: Bobbs-Merrill, 1972), 321-335.

Eisemon, Thomas. "The Case of Professor J.: Engineering Educators in Developing Countries," Universities Quarterly, 29 (Autumn, 1975), 471-482.

Furniss, W. Todd. "Academic Tenure," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 48-56.

Garbarino, J. "Faculty Unionism: The United States and Great Britain," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 1623-32.

Halsey, A. H. "The Study of the University Teacher," Universities Quarterly, (March, 1963).

Hamalian, Arpi. "The 'Good Professors': A Subculture of Professors in the United States and England," Higher Education Bulletin, 4 (Winter, 1975), 91-103.

Haskins, Charles H. "The Mediaeval Professor," in C. H. Haskins, The Rise of Universities, (Ithaca, New York: Cornell University Press, 1965), 27-58.

Henry, David D. "The University Problems in Recruitment of Teaching and Research Personnel from Abroad," Educational Record, 48 (Winter, 1967), 51-60.

Karefa-Smart, John. "Political Persecution of Academics," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 3326-3330.

Kaplowitz, Richard A. "Recruitment, Appointment, Promotion and Termination of Academic Personnel," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 3457-71.

Knowles, Asa. "Remuneration: Faculty, Staff, and Chief Executive Officers," in A. Knowles, ed., International Encyclopedia of Higher Education, (San Francisco: Jossey-Bass, 1977), 3565-83.

Lofthouse, Stephen. "Thoughts on 'Publish or Perish'," Higher Education, 3 (February, 1974), 59-80.

"The Professoriate." in Higher Education: Crisis and Support, (New York: International Council for Educational Development, 1974), 87-106.

Ross, Murray. "Professors," in M. Ross, The University, (New York: McGraw-Hill, 1976), 91-118.

Roucek, Joseph S. "The European and the American Professor: A Study in Contrasts," AAUP Bulletin, 30 (1944), 393-399.

Shils, Edward. "The Academic Ethos Under Strain," Minerva, 13 (Spring, 1975), 1-37.

Shimbori, Michiya. "Comparative Study of Career Patterns of College Professors," International Review of Education, 10 (No. 3, 1964), 284-296.

Sykes, L. C. "The New Academics," in David Martin, ed., Anarchy and Culture, (London: Routledge and Kegan Paul, 1969), 200-205.

von Alemann, Heine. "International Contacts of University Staff Members: Some Problems in the Internationality of Science," International Social Science Journal, 26 (No. 3, 1974), 445-457.

AFRICA

Austin, Dennis. "Et in Arcadia Ego: Politics and Learning in Ghana," Minerva, 13 (Summer, 1975), 236-69.

Brown, G. N. "Staffing the New Universities of Africa and Britain," Overseas Education, 34 (April, 1962), 9-12.

Carr-Saunders, A. M. "Staffing African Universities," Minerva, 1 (Spring, 1963), 302-318.

Eisemon, Thomas Owen. "African Academics: A Study of Scientists at the Universities of Ibadan and Nairobi," Annals of the American Academy of Political and Social Science, (March, 1980),

Fafunwa, A. B. "Staff," in A. B. Fafunwa, A History of Nigerian Higher Education, (Ibadan: Macmillans, 1971), 259-270.

van den Berghe, Pierre. "The First Estate: Senior Staff," in P. van den Berghe, Power and Privilege at an African University, (London: Routledge and Kegan Paul, 1973), 111-146.

Ward, F. C. "The Expatriate Academic and the African University," East African Journal, 7 (October, 1970), 12-16.

ASIA

Baldwin, G. "The Foreign-Educated Iranian. A Profile," Middle East Journal, 17, (Summer, 1963), 238-244.

Bashir, M. "The Scholar and Society in Pakistan," Science and Freedom, 13 (November, 1959), 59-63.

Ehrmann, W. W. & Kurland, J. E. "Academic Freedom and Tenure: Two Cases of Excessive Probation; American University of Beirut," AAUP Bulletin, 52 (March, 1966), 32-41.

Hong, Sung-Chick. "Values of Korean College Professors," Koreana Quarterly, 8 (Spring, 1966), 62-73.

Naraghi, E. "Elite ancienne et élite nouvelle dans l'Iran actuel, avec une note sur le systeme d'education," Revue des Etudes Islamiques, (Paris), 25 (1957), 69-80.

Prybyla, Jan S. "The Life of a Chinese Professor," Journal of General Education, 26 (Fall, 1974), 195-204.

Puccetti, Roland. "Authoritarian Government and Academic Subservience: The University of Singapore," Minerva, 10 (April, 1972), 223-41.

Shapira, Rina and Yael Enoch. "Ivory Tower or Social Involvement?: University Professors in Israel," Universities Quarterly, 28 (Autumn, 1974), 437-449.

Ten, C. L. "Politics in the Academe," in A. Montefiore, ed., Neutrality and Impartiality, (Cambridge: Cambridge University Press, 1975), 149-64.

Yabes, Leonardo. "The Filipino Scholar," Philippine School Sciences and Humanities Review, 28 (December, 1963), 319-350.

India

Chitnis, Suma. The Teacher-Role in the College System. Unpublished Ph.D. Dissertation, Tata Institute of Social Sciences, Bombay, 1973.

Chitnis, Suma and Philip G. Altbach, eds. The Indian Academic Profession: Conflict and Change in the Teaching Community. New Delhi: Macmillan, 1979.

Eisemon, Thomas. U. S. Educated Engineering Faculty in India. Bombay: Tata Institute of Social Sciences, 1974.

John, V. V. The Orbiting Professor. Bombay: Pearl Publications, 1970.

Ahmad, Imtiaz. "Notes on Indian Sociology," American Sociologist, 1 (1966), 244-47.

Altbach, Philip G. "The Distorted Guru: The College Teacher in Bombay," in S. Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (New Delhi: Macmillan, 1979).

Altbach, Philip. G. "In Search of Saraswati: The Ambivalence of the Indian Academic," Higher Education, 6 (May, 1977), 255-75.

Chattopadhyay, S. and K. G. Agrawal, "Organization Culture, Its Perception and the Medical Faculty," Journal of Higher Education (New Delhi), 4 (Autumn, 1978), 245-250.

Chitnis, Suma. "College Teachers: Constraints to Professionalization," in S. Chitnis and P. G. Altbach, eds., The Indian Academic Profession, New Delhi: Macmillan, 1979).

Chitnis, Suma. "The Indian Academic Profession," Annals of the American Academy of Political and Social Science, (March, 1980), in press.

Chitnis, Suma. "Teachers in Higher Education," in A. Singh and P. Altbach, eds. The Higher Learning in India, (Delhi: Vikas, 1974), 237-250.

Desai, H. G. "Psychological Needs of College Teachers," Journal of Higher Education, 1 (Autumn, 250-254.

Eisemon, Thomas. "The Effect of US Training: A Study of American Educated Indian Engineering Faculty," International Review of Education, 20 (No. 1, 1974).

Filella, J. "The College Professor," Quest, No. 71 (July-August, 1971), 63-67.

Gilbert, Irene. "The Indian Academic Profession: The Origins of a Tradition of Subordination," Minerva, 10 (July, 1972), 384-412.

Gilbert, Irene. "The Organization of the Academic Profession in India: The Indian Educational Services, 1864-1924," in S. and L. Rudolph, eds., Education and Politics in India, (Cambridge, Mass.: Harvard University Press, 1972), 319-341.

Gore, M. S., I. P. Desai, and Suma Chitnis. "College Teachers," in M. S. Core, I. P. Desai, and Suma Chitnis, Field Studies in the Sociology of Education, (New Delhi: National Council of Educational Research and Training, 1970), 272-436.

Haragopal G. and K. J. Rao. "Problems and Perceptions of Social Science Teachers in Higher Education," Journal of Higher Education (New Delhi), 4 (Monsoon, 1978), 67-74.

Heredia, Rudolf C. "The College Teacher in a Metropolitan University: A Socio-Demographic Profile," in S. Chitnis and P. G. Altbach, eds. The Indian Academic Profession, (New Delhi: Macmillan, 1979).

Heredia, Rudolf C. "The Organizational Environment of College Academics: A Study of Structural Characteristics and Corporate Response," in S. Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (New Delhi: Macmillan, 1979).

Indiresan, Jayalakshmi. "Background and General Attitude Variables Distinguishing Satisfied and Dissatisfied Engineering Teachers," Higher Education, 5 (August, 1976), 277-286.

Jayaram, N. and G. Sivaramakrishnan. "Teacher and Unionism: The Organization of the Academic Profession," in S. Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (New Delhi: Macmillan, 1979).

Joseph, K. J. "The Changing Role of the Teacher," New Frontiers in Education, 1 (August, 1971), 173-176.

Kurien, C. T. "Motivation of Teachers," New Frontiers in Education, 6 (October-December, 1976), 50-78.

Macia, J. "Faculty-Administration Relations," New Frontiers in Education, 9 (January-March, 1979), 12-26.

Mukherji, Daleep. "The Teacher and the Society," New Frontiers in Education, 9 (January-March, 1979), 1-11.

Parmar, S. L. "On Frustration of Teachers," New Frontiers in Education, 1 (May, 1971), 18-23.

Ramasubban, Radhika. "The Teaching of Sociology," Journal of Higher Education (India), 1 (Monsoon, 1975), 77-86.

Santhanam, M. R. "Teaching Environments in Colleges," Journal of Higher Education (New Delhi), 101-105.

Shils, Edward. "The Academic Profession in India," Minerva, 7 (Spring, 1969), 345-372.

Singh, Amar and C. Prasad. "A Study of Job Satisfaction of Personnel in Agricultural Universities," Journal of Higher Education (New Delhi), 3 (Monsoon, 1977), 111-116.

Singh, Yogendra. "Academic Role-Structure and Modernization: A Study of Rajasthan University Teachers," in S. Chitnis and P. G. Altbach, eds., The Indian Academic Profession, (New Delhi: Macmillan, 1979).

Singhal, Sushila. "Genesis of Student Unrest: Results of a Multimethod Analysis," Journal of Higher Education (New Delhi), 3 (Monsoon, 1977), 27-54.

Valanjoo, S. N. "Performance Evaluation of Teachers," New Frontiers in Education, 1 (August, 1971), 166-172.

Japan

Cummings, William K. "The Changing Academic Marketplace and University Reform in Japan." Unpublished Ph.D. Dissertation, Department of Sociology, Harvard University, 1971.

Shimbori, Michiya. Nihon no Daigakukyoju Shijo (The Academic Marketplace in Japan). Tokyo: Toyokan Shuppansha, 1965.

Cummings, William K. "The Changing Role of the Japanese Professor," Higher Education, 6 (May, 1977), 209-34.

Cummings, William K. and Ikuo Amano. "The Changing Role of the Japanese Professor," Higher Education, 6 (May, 1977), 209-34.

Cummings, William K. "Understanding Behavior in Japan's Academic Marketplace," Journal of Asian Studies, 34 (February, 1975), 313-340.

Komai, Taku. "The Relationship of the Scholar to Society in Japan," Science and Freedom, 15 (June, 1960), 21-25.

Marshall, Byron K. "Professors and Politics: The Meiji Academic Elites," Journal of Japanese Studies, 3 (Winter, 1977), 71-97.

Nakano, Hideichiro. "Japanese University Professors Today: A Survey of Professors in Three Universities," Kwansei Gakuin University Annual Studies, 23 (December, 1974), 1-10.

Richards, James M., Jr. "A Study of the 'Environments' of Japanese Universities," Research in Higher Education, 1 (No. 1, 1973), 87-99.

Shimbori, Michiya. "The Academic Marketplace in Japan," The Developing Economies, 7 (December, 1969), 617-639.

Shimbori, Michiya. "Nepotism and Bureaucracy: Inbreeding in the Academic Marketplace in Japan," International Review of History and Political Science, 1 (December, 1964).

Shimbori, Michiya. "Nepotism Versus Meritocarcy: The Institutional Framework for Inbreeding in the Academic Marketplace in Japan," Indian Sociological Bulletin, 3 (January, 1966), 122-135.

Shimbori, Michiya. "The Productivity of the Japanese Scholar," in W. Cummings, I. Amano and K. Kitamura, eds., Changes in the Japanese University, (New York: Praeger, 1979), 149-165.

Shimbori, M. "STudy Report on Academic Productivity," (In Japanese), Research in Higher Education, No. 1 (March, 1973), 11-19.

Wada, S. "Japan's Academic Career-Cult," World Year Book of Education (1969), 291-297.

Yokoo, T. "The Origin of Professor's Salary System," (In Japanese), Research in Higher Education, No. 2 (March, 1974), 1-15.

AUSTRALASIA

Report of the Inquiry into Academic Salaries, 1973. Canberra: Australian Government Publishing Service, 1973.

Brown, R. K. "Observations on Academic Recruitment," Australian Journal of Higher Education, 3 (1969), 248-255.

Cropley, A. J. and P. Hemingway. "'Emigration' Among Australian Academics," Vestes, 16 (March, 1973), 34-40.

Fallon, Barry J. "Academic Recruitment in Australian Universities in the 1970s," Australian University, 14 (May, 1976), 15-29.

Harman, Grant. "Academic Staff and Academic Drift in Australian Colleges of Advanced Education," Higher Education, 6 (August, 1977), 313-336.

"The Knopfelmacher Case, Australia," Minerva, 3 (Summer, 1965), 538-554.

Saha, L. J. "How Deviant are Left Wing Academics: An Australian Test," Sociology of Education, 49 (January, 1976), 80-89.

Saha, Lawrence J. "Insiders and Outsiders: Migrant Academics in an Australian University," International Journal of Comparative Sociology, 19 (No. 3-4, 1978), 203-218.

Saha, J. J. "Job Attraction and Job Satisfaction: A Study of Academics in an Australian University," in D. Edgar, ed., Sociology of Australian Education, (Sydney: McGraw-Hill, 1975), 373-86.

Saha, L. J. "Recruitment Trends and Academic Inbreeding in an Australian University," Australian Journal of Higher Education, 5 (December, 1973), 3-14.

Saha, L. J. "Teaching and Research: A Real or Imagined Conflict," Australian and New Zealand Journal of Sociology, 9 (No. 2, 1973), 22-27.

Saha, Lawrence and Alden Klovdahl. "International Networks and Flows of Academic Talent: Overseas Recruitment in Australian Universities," Higher Education, 8 (1979), 55-68.

Smith, C. S. "Faculty-Costs in Australian Universities," The Australian University, 11 (September, 1973), 87-108.

Stout, A. K. "On University Appointments: Thoughts After Knopfelmacher," Minerva, 4 (Autumn, 1965), 55-72.

T'ien, H. Y. "A Profile of the Australian Academic Profession," Australian Quarterly 32 (March, 1960), 66-74.

EUROPE

Capelle, Jean, ed. Mobility of Post-Graduate Students, Academic Teachers and Research Workers. Strasbourg, France: Council of Europe, 1977.

Clark, Burton R. Academic Power in Italy: Bureaucracy and Oligarchy in a National University System. Chicago: University of Chicago Press, 1977.

Council for Cultural Cooperation, Council of Europe. Structure of University Staff. Strasbourg: Council of Europe, 1966.

Hacquaert, Armand. The Recruitment and Training of University Teachers. Ghent: International Association of University Professors and Lecturers, 1967.

International Association of Universities. The Staffing of Higher Education: Some European Situations. Paris: International Association of Universities, n. d.

Lesguillons, H. Mobility of University Staff. Strasbourg: Council of Europe, 1973.

McClelland, James. Autocrats and Academics: Education, Culture and Society in Tsarist Russia. Chicago: University of Chicago Press, 1979.

Organization for Economic Cooperation and Development: Directorate for Scientific Affairs. Study on Teachers Quantitative Trends in Teaching Staff in Higher Education. Paris: OECD, 1971.

Sensini, Alberto. Il Professore d'universita. Florence: Vallecchi, 1964.

Shryock, Richard, ed. The Status of University Teachers. Ghent, Belgium: International Association of University Professors and Lecturers, 1961.

The Staffing of Higher Education. Paris: International Association of Universities, 1960.

Startup, Richard. The University Teacher and His World. Westmead, England: Teakfield, 1979

Study on Teachers: Quantitative Trends in Teaching Staff in Higher Education. Paris: Organization for Economic Cooperation and Development, 1971.

Thomsen, O. B. Post Experience Higher Education in the Field of University Teaching. Paris: International Institute for Educational Planning, 1975.

Campos, C. "Mobility of University Staff in Europe," Universities Quarterly, 25 (Winter, 1970), 28-48.

"The Dismissal of Five Professors, Spain," Minerva, 4 (Autumn, 1965), 135-144.

"Generals and Professors in Greece," Minerva, 6 (Spring, 1968), 457-63.

Janne, Henri. "The Changing Status of the Western European Professoriate," in Higher Education: Crisis and Support, (New York: International Council for Educational Development, 1974), 87-94.

McCain, James A. "Professors and Students in European Universities," Journal of Higher Education, 31, (April, 1960), 200-206.

Martinotti, Guido and Alberto Giasanti. "The Robed Baron: The Academic Profession in the Italian University," Higher Education, 6 (May, 1977), 189-208.

Mok, Albert, "Professing Sociology in the Netherlands, Sociologia Neerlandica, 10 (No. 1, 1974), 92-98.

"Rebels and Factions in Italian Universities," Minerva, 6 (Summer, 1968), 740-56.

Britain

Bailey, F. B. Morality and Expediency: The Folklore of Academic Politics. Oxford, England: Basil Blackwell, 1977.

Committee on Higher Education (Robbins Committee). Teachers in Higher Education, Appendix 3 of Higher Education. London: HMSO, 1963.

Elton, L. and K. Simmonds, eds., Staff Development in Higher Education. Guildford, England: Society for Research Into Higher Education, 1977.

Greenaway, H. and A. Harding. The Growth of Policies for Staff Development. Guildford, England: Society for Research into Higher Education, 1978.

Halsey, A. H. and Martin Trow. The British Academics. Cambridge, Mass.: Harvard University Press, 1971.

Kearney, Hugh. Scholars and Gentlemen: Universities and Society in Pre-Industrial Britain, 1500-1700. Ithaca, New York: Cornell University Press, 1970.

Miller, Gordon. Staff Development Programs in British Universities and Polytechnics. Paris: International Institute for Educational Planning, 1976.

Piper, D. W. and R. Glatter. The Changing University: A Report on Staff Development in University Programs. Windsor, England: NFER, 1977.

Perkin, Harold. Key Profession: The History of the Association of University Teachers. London: Routledge and Kegan Paul, 1969.

Report of An Enquiry into the Use of Academic Staff Time. London: Committee of Vice Chancellors and Principals of the Universities of the United Kingdom, 1972.

Rothblatt, Sheldon. The Revolution of the Dons: Cambridge and Society in Victorian England. London: Faber, 1968.

Scott, John M. Dons and Students: British Universities Today. London: Plume, 1973.

Teachers in the British General Election of October, 1974. London: Times Newspapers, 1974.

Werskey, Gary. The Visible College: The Collective Biography of British Scientific Socialists in the 1930s. New York: Holt Rinehart and Winston, 1979.

Williams, Gareth, Tessa Blackstone, and David Metcalf. The Academic Labour Market: Economic and Social Aspects of a Profession. Amsterdam: Elsevier, 1974.

Abrams, Mark. "Cambridge Recruits to University Teaching," Universities Quarterly, 17 (June, 1963), 260-270.

Ballis, Barbara. "University Teachers' Attitudes Towards Expansion," Universities Quarterly, 27 (Winter, 1972), 46-65.

Campbell-Bacfour, W. "The Academic Working Week," Universities Quarterly, 24 (Autumn, 1970), 353-59.

Carter, G. W. "The Average Professor's Time," Universities Quarterly, 19 (March, 1965).

Chester, Robert. "Role Conflict and the Junior Academic," in David Martin, ed., Anarchy and Culture, (London: Routledge and Kegan Paul, 1969), 77-84.

Curran, E. M. "George Darley and the London English Professorship," Modern Philology, 71 (August, 1973), 28-38.

David, Tudor. "The Balance Between Research and Teaching," Universities Quarterly, 15 (March, 1961), 177-188.

Davis, Denis J. "Some Effects of Ph.D. Training on the Academic Labour Markets," Higher Education, 5 (February, 1976), 67-78.

Engel, Arthur. "The Emerging Concept of the Academic Profession at Oxford, 1800-1854," in L. Stone, ed., The University in Society, Vol. 1 (Princeton: Princeton University Press, 1974), 305-351.

Garbarino, J. W. "Academic Unionism in Great Britain," in J. W. Gabarino, Faculty Bargaining, (New York: McGraw-Hill, 1975), 213-50.

Hornsby-Smith, P. "The Working Life of the University Lecturer, Universities Quarterly, 28 (Spring, 1974), 149-163.

Johnston, Harry G. "Cambridge in the 1950's. Memoirs of an Economist," Encounter, 42 (January, 1974), 28-39.

King, Margaret. "The Anxieties of University Lecturers," Universities Quarterly, 28 (Winter, 1973), 69-83.

Mallier, A. T. "Men Wanted: Apply Within," Higher Education Review, 6 (Summer, 1974), 24-38.

Morris, Alfred. "Flexibility and the Tenured Academic," Higher Education Review, 6 (Spring, 1974), 3-25.

Parker, John. "Oxford Politics in the Late Twenties," Political Quarterly, 45 (April-June, 1974), 216-231.

Startup, R. and M. Gruneberg. "The Academic as Administrator and Policy Maker," Higher Education Review, 6 (Autumn, 1973), 45-53.

"University of Cambridge: First Report on Participation by Junior Members in the Educational Business of the University," Minerva, 7 (Spring, 1969, 454-464.

Venables, Peter. 'Academic Staff," in P. Venables, Higher Education Developments: The Technological Universities, (London: Faber and Faber, 1978), 156-199.

Webb, David. "The Young Sociologist: Some Factors Involved in Entry into the Academic World," British Journal of Sociology, 25 (June, 1974), 201-214.

Williams, Gareth. "Are More Dons Worse Dons?", New Society, (29 April 1971), 713-15.

Williams, Gareth. "Gentlemen and Players: The Changing British Professoriate," in P. Altbach, eds., Comparative Perspectives on the Academic Profession, (New York: Praeger, 1977), 9-22.

Wyatt, J. F. "'Collegiality' During a Period of Rapid Change in Higher Education--An Examiantion of a Distinctive Feature Claimed by a Group of Colleges of Education in the 1960s and 1970s, Oxford Review of Education, 3 (No. 2, 1977), 147-156.

France

Chapsal, Madeleine and M. Manceaux. Les professeurs, pouroui faire? Paris: Editions du Seuil, 1970.

Kourganoff, V. La face cackée de l'Universite. Paris: Presses Universitaires de France, 1972.

Crosland, Maurice. "The Development of a Professional Career in Science in France," Minerva, 13 (Spring, 1975), 38-57.

Gaussen, Frederic. "The Human Cost of French University Expansion: Academics Without Careers," Minerva, 11 (July, 1973), 372-86.

Nye, Mary Jo. "The Scientific Periphery in France: The Faculty of Science at the University of Toulouse, 1880-1930," Minerva, 13 (Autumn, 1975), 374-403.

West Germany

Anger, Hans. Probleme der Deutschen Universität, Bericht Über eine Erhegung unter Professoren und Dozenten. Tübingen: J. C. B. Mohr, 1960.

Bleuel, Hans Peter. Deutschlands Bekenner, Professoren zwischen Kaiserreich und Diktatur. Munich: Scherz Verlag, 1968.

Busch, Alexnader. Die Geschichte der Privatdozenten. Stuttgart: Ferdinand Enke Verlag, 1959.

Eulenberg, Franz. Der "Akademische Nachwuchs," eine Untersuchung Uber die Lage und die Aufgaben der Extraordinarien und Privatdozenten. Berlin: Verlag Teubner, 1908.

Flach, Johannes. Der Deutsche Professor der Gegenwart. New York: Arno Press, 1977.

Kaupp, P. Der Hochschulassistent und seine Probleme. Stuttgart: F. Enke, 1969.

Kelly, Reece. "National Socialism and German University Teachers: NSDAP's Efforts to Create a National Socialist Professoriate and Scholarship," Unpublished Ph.D. Dissertation, University of Washington, 1972.

Knappmann, L. Die Zusammensetzung des Lehrkörpers an den Pädagogischen Hochschulen und entsprechenden Einrichtungen. Berlin: Max Planck Institut fur Bildungsforschung, 1966.

Lorenz, Charlotte. Entwicklung und Lage der weiblichen Lehrkräfte an den wissenschaftlichen Hochschulen Deutschlands. Berlin: Duncker and Humbolt, 1953.

Plessner, H. ed. Untersuchungen zur Lage der deutschen Hochschullehrer (2 volumes). Göttingen: Vandenhoeck and Ruprecht, 1956.

Pross, Helge, et al. Professoren in der Provinz: Einer Erhebung an der Justus Leibig Universität Giessen. Berlin: Luchterhand, 1970.

Ringer, Fritz K. The Decline of the German Mandarins: The German Academic Community, 1890-1933. Cambridge, Mass.: Harvard University Press, 1969.

Shils, Edward, ed. Max Weber on Universities: The Power of the State and the Dignity of the Academic Calling in Imperial Germany. Chicago: University of Chicago Press, 1973.

Von Ferber, Christian. Die Entwicklung des Lehrkörpers der deutschen Universitäten und Hochschulen, 1864-1954. Göttingen, 1956.

Weber, W. Die Rechtsstellung des deutschen Hochschullerers. Göttingen: Schwartz, 1952.

Busch, Alexander. "The Vicissitudes of the Privatodozent: Breakdown and Adaptation in the Recruitment of the German University Teacher," Minerva, 1 (Spring, 1963), 319-341.

Döring, Herbert. "Deutsche Professoren zwischen Kaiserreich und Drittem Reich." Neue politische Literatur, No. 3 (July-September, 1974), 340-352.

Eckstein, Brigitte. "The Socialization of German University Teachers: Some Observations on the Roel Acquisitions in an Academic Context and the Consequent Institutional Effects," Higher Education, 6 (May, 1977), 131-134.

Forman, Paul. "The Financial Support and Political Alignment of Physicists in Weimar Germany," Minerva, 12 (January, 1974), 39-66.

Huber, Ludwig. "Das Problem der Sozialisation von Wissenschaftlern: Ein Beitrag der Hochschuldidaktik zur Wissenschaftsforschung," Neue Sammlung, 14 No. 1, 1974), 2-33.

Huber, Ludwig. "Zur hochschuldidaktischen Fortbildung von Hochshullehrern," Neue Sammlung, 16 (No. 5, 1976), 367-387.

"The Kirppendorff Case and the Free University of West Berlin," Minerva, 6 (Winter, 1968), 274-86.

"Recommendations of the Science Council on the Reorganization of University Teaching Staffs in Western Germany," Minerva, 4 (Winter, 1966), 246-253.

Snyder, L. L. "Lonely Vigil of a West German Professor; W. Conze vs. Student Militans at University of Heidelberg," Intellect, 102 (April, 1974), 448-51.

Turner, R. Steven. "The Growth of Professorial Research in Prussia, 1818 to 1848: Causes and Content," Historical Studies in the Physical Sciences, 3 (1971), 137-82.

Turner, R. Steven. "University Reformers and Professorial Scholarship in Germany, 1760-1806," in L. Stone, ed., The University in Society, Vol. 2, (Princeton, N.J.: Princeton University Press; 1974), 495-532.

Von Ferber, Christian. "The Social Background of German University and College Professors Since 1864," in Transactions of the Third World Congress of Sociology (London: International Sociological Association, 1956), Vol. 3, 239-45.

LATIN AMERICA

Fergosi Schilling, A. E. National University of the South, Argentina: Formation of the Teaching Staff. Paris: International Institute for Educational Planning, 1974.

Horowitz, Morris. La Emigracion de Professonales y Tecnico Argentinos. Buenos Aires: Instituto Torcuato Di Tella, 1962.

Larroyo, F. Vida y profesion del Pedagogico. Mexico: Universidad autonoma de Mexico, 1958.

Pelczar, Richard. "The University Professor at Colombia: A Role Analysis." Unpublished Ph.D. Dissertation, University of Chicago, 1973.

Socolow, D. J. "The Full Time Professoriate in Argentina." Unpublished Ph.D. Dissertation, University of Chicago, 1972.

Aquino, Federico C. "Qualities and Competence of College Professors," Unitas, 43 (September 1970), 23-35.

Falicov, L. M. "Physics and Politics in Latin America: A Personal Experience-University of Buenos Aires," Bulletin of the Atomic Scientists, 26 (November, 1970), 8-10+.

Germani, Gino. "The Professor and the Catedra," in J. Maier and R. W. Wheatherhead, eds. The Latin American University, (Albuquerque, New Mexico: University of New Mexico Press, 1979), 205-18.

Pelczar, Richard. "The Latin American Professoriate: Progress and Prospects," Higher Education, 6 (May, 1977), 235-54.

Schwartzman, Simon. "Struggling to be Born: The Scientific Community in Brazil," Minvera, 16 (Winter, 1978), 545-580.

Socolow, Daniel J. "The Argentine Professoriate: Occupational Insecurity and Political Interference," Comparative Education Review, 17 (October, 1973), 375-388.

Suarez, Gerardo and Agustin Lombana. "La Personalidad del Profesor Universitario," Revista Javenana, 74 (November-Deciembre 1970), 516-522.

NORTH AMERICA

Anderson, M. "The Status of Women Academics in Canada," Bulletin of the Canadian Association of University Teachers, (June, 1974).

Halsey, A. H. and Martin Trow. "University Teaching: The Structure of a Profession," in David Martin, ed., Anarchy and Culture, (London: Routledge and Kegan Paul, 1969), 37-50.

McConnell, W. H. "The Fractious Academy: A Canadian Approach to Dispute Resolution," Journal of Law and Education, (April, 1974), 233-50.

Rabkin, J. M. and T. O. Eisemon. "Multiple Professional Roles of the Academic: A Canadian Case Study," in P. Altbach, ed., Comparative Perspectives on the Academic Profession, (New York: Praeger, 1977), 114-24.

Scarfe, Janet and Edward Sheffield. "Notes on the Canadian Professoriate," Higher Education, 6 (August, 1977), 337-358.

OCCASIONAL PAPERS SERIES

1. E. D. Duryea, Perceptions of Faculty-Governing Board Relations, 1900-1969 (September 1978)

2. Arthur Levine, The Life and Death of Innovation in Higher Education (December 1978)

3. Peter P. Olevnik, A Guide to Reference Sources in Higher Education (July 1979)

4. E. D. Duryea, Prologue to the American System of Higher Education: Higher Learning in Western Culture (July 1979)

5. Philip G. Altbach, The Academic Profession: Perspectives on an International Crisis (with Bibliography) (October 1979)

These papers are available for $3 (prepaid) from the Department of Higher Education. Please make check out to "Faculty of Educational Studies."

DEPARTMENT OF HIGHER EDUCATION
FACULTY OF EDUCATIONAL STUDIES
479 CHRISTOPHER BALDY HALL
STATE UNIVERSITY OF NEW YORK AT BUFFALO
BUFFALO, NEW YORK 14260